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ABSTRACT

Sources specifically designed for use in teaching a course on sex roles and communication have been compiled to provide suggested materials, class exercises, and assignments for units on awareness, assessment, and action. The awareness exercises are designed to give students insights into the ways in which sex-role identity affects self-concepts, expectations, attitudes, and behaviors. The unit on assessment contains exercises in which students explore the vehicles of sex-role stereotyping in society, such as language, nonverbal communication, and the media, and how these vehicles influence individual expectations and behaviors. In the action unit, students examine the effects of sex-role stereotyping in their own lives, noting discrepancies between how things are and how things might be. The students also are asked to develop plans of action for making changes in their own behaviors. Although the action unit that is offered focuses on making changes in behaviors that occur in relationships with the opposite sex, the unit also may focus on developing communication skills that may not have developed in either men or women because of sex-role stereotyping--skills such as assertiveness, the expression of emotions, and self-disclosure. (RL)

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SEX ROLES AND COMMUNICATION
Instructional Strategies

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Courses in interpersonal communication and human relations, which always have emphasized the development of skills that facilitate effective communication among people, have in recent years begun to deal with communication in special contexts, including interracial communication, intercultural communication, and communication with the elderly. Another context in which students are interested in developing greater understanding and skill is that of male/female communication. In response to this demand, as well as to social changes such as the feminist movement, the instability of marriage, greater mobility, and a breakdown of inhibitions which permits a freer discussion of topics such as sex that once were considered taboo, many communication departments have begun to include in their curricula courses or units in male-female communication in which students examine the impact of sex roles on communication.

In this paper, suggestions are offered for teaching a course on "Sex Roles and Communication." The course (or unit) is divided into three parts:

(1) Awareness, a unit in which students gain insight into the way in which sex-role identity affects their self concepts, expectations, attitudes, and behaviors, as well as those of members of the opposite sex.

(2) Assessment, a unit in which students explore the vehicles of sex-role stereotyping in our society--such as language, nonverbal communication, and the media--and evaluate how these influence our individual expectations and behaviors.

(3) Action, a unit in which students examine the effects of sex-role stereotyping in their own lives, note discrepancies between how things are and how they might be, and develop plans to take action to make changes in their own behaviors. Although the unit described in this paper focuses specifically on making changes in behaviors that occur in relationships with the opposite sex, this unit also may focus on developing communication skills that may not have developed in either men or women because of sex-role stereotyping--skills such as assertiveness, the expression of emotions, or self disclosure.

Resources for each of these units, of course, can be adapted from books and articles dealing with interpersonal communication or human relations in general. In this paper, sources specifically designed for use in teaching male-female communication have been compiled to provide suggested materials, class exercises, and assignments for such a course.

Some general sources that the instructor may find helpful are:

CS502822

Carney, Clarke G. and Sarah Lynne McMahon. Exploring Contemporary Male/Female Roles: A Facilitator's Guide. La Jolla, California: University Associates, 1977. (Many of the exercises listed in this paper are taken or adapted from this book.)

Eakins, Barbara, R. Gene Eakins, and Barbara Lieb-Brilhart. SISCOM '75: Women's (And Men's) Communication. Proceedings of the Speech Communication Association's Summer Conference XI, Austin, Texas. Falls Church, Virginia: Speech Communication Association, 1975.

Friedman, Paul G. Interpersonal Communication: Innovations in Instruction. Washington, D.C.: National Education Association, 1978.

Patton, Bobby R. and Bonnie Ritter Patton. Living Together . . . Female/Male Communication. Columbus, Ohio: Charles E. Merrill, 1976.

UNIT 1: AWARENESS

SOURCES

Austin-Lett, Genelle and Jan Sprague. Talk to Yourself: Experiencing Intrapersonal Communication. Boston: Houghton Mifflin, 1976.

Carr, Jacquelyn B. Communicating and Relating. Menlo Park, California: Benjamin/Cummings, 1979.

Wakefield, Beverly. Perception and Communication. Falls Church, Virginia: Speech Communication Association, 1976.

CLASS EXERCISES

Who Are You?

1. Objectives: (1) To identify components of the self concept, (2) To estimate the salience, stability, valence, and utility of the components of the self concept, (3) To understand the differences between personal, interpersonal, and social role identities, and (4) To discover how identitites are affected by one's sex.

2. Instructional Content: Self concept consists of the physical, social, and psychological perceptions of ourselves that we have derived from our experiences and interactions with others. It consists of three types of identities: (1) personal, self perceptions based on genetic or inherited characteristics such as "tall," "slender," "pretty," "male," or "black;" (2) interpersonal, one's personality or self perceptions that reflect the interpersonal style of communication, such as "quiet," "warm," "friendly," or "hostile;" and (3) social role, self perceptions

that have been learned through interaction with others and that carry certain rights and obligations, such as "mother," "husband," "homemaker," "student," and "police officer." Each identity possesses four distinct qualities: (1) saliency, the importance of the identity; (2) stability, the extent to which a person needs confirmation or support from others in order to maintain a particular identity; (3) valence, the evaluative meaning that a particular identity holds--whether positive or negative; and (4) utility, the congruence of one's self perceptions with immediate or long-term goals--i.e., do they support or conflict with what we wish to accomplish in our career or interpersonal lives?

3. Method: The students divide into male-female pairs. The exercise begins with one student asking his/her partner, ten times in a row, "Who are you?" The partner responds to the question aloud and writes the response on paper. The partners then exchange roles, and the questioner becomes the respondent. Each person then divides the ten identities derived from answering the question into one of the three categories--personal, interpersonal, or cultural. He/she then rates the identities in terms of saliency; high, medium, or low stability; positive or negative valence; and utility of the identity for the attainment of goals.

4. Questions for Discussion:
   A. Did you find that your identities fall generally into one category such as the social role category? Do you tend to communicate with others primarily on this level?
   B. Did you note your sex in your responses? Was "woman" or "man" a part of your self concept?
   C. Do certain answers represent you as property or extension of someone else (mother's son, Phillip's wife, Cindy's husband)?
   D. Are the evaluations, stability, salience, and utility you assigned to your identities related to sex-role expectations prevalent in our society? For example, if you are aggressive as a woman, did you rate this trait negatively and not useful because our society dictates that this is not a feminine trait?
   E. How might your self concept affect your communication? Do you tend to select messages to be sent or received that are consistent with your self concept? Do you select your communication style and the persons with whom you communicate according to your self concept?
   F. Are some of the identities regarded as more appropriate for men or for women in our society?
   G. Could different self concepts in males and females account for some of the perceptual and communicative differences between them?

<u>My View of the World</u>

1. Objectives: (1) To become aware of the factors that affect perception, (2) To become sensitized to one's own perceptual filter, and (3) To become aware of the effects of sex-role stereotyping on the process of perception.

2. Instructional Content: Perception is the mental process by which we select, organize, and interpret the stimuli that impinge upon us. When different people look at a person, object, or event, they will see different things according to their physiological boundaries, physical position, past experiences, patterning, selective perception, closure, psychological or attitude set, first impressions, role relations, moods and motivations, and the context.

3. Method: Arrange approximately thirty objects on a table without letting the students see the objects as you do so. Then have the students gather around the table and observe the objects for one minute. They then return to their seats and write down as many of the objects as they can remember. Objects should include traditionally-feminine objects such as nail polish, bobby pins, a measuring cup, and equipment for sewing; traditionally-masculine objects such as a screw driver and an automobile manual; and some sex-neutral objects.

4. Questions for Discussion:
   A. Can you think of some reasons why you remembered some objects and not others?
   B. Was your perception affected by factors such as patterning, selective perception, or past experience?
   C. Did familiarity with and interest in the objects considered appropriate for your sex enable you to remember them more easily than those associated with the opposite sex?
   D. How is your perception of people, events, and objects affected by your sexual identity?

<u>What Are Little Girls/Boys Made Of?</u>

1. Objectives: (1) To become aware of male and female sex-role stereotypes and (2) To discover the different values placed on certain personality traits.

2. Instructional Content: This exercise can be used to begin an exploration of sex-role stereotyping, or it may follow a discussion of sex roles as defined by our culture.

3. Method: The group is divided in half, with women in one group and men in the other. The groups are to think of all the characteristics of the opposite sex they can in five minutes, with a recorder making a list of all of the traits proposed. Each list is then read aloud, and the traits may be listed side-by-side on the blackboard to facilitate comparison.

4. Questions for Discussion:
   A. Do the traits listed follow fairly closely appropriate sex roles as defined by our culture?
   B. Are there overlaps on the lists?
   C. Which list is more attractive? Which list has more positive connotations?

D. Where are you as an individual in relation to the list of traits?
E. Would you like to display some traits that are not considered appropriate for your sex?
F. How does this sharp distinction between male and female characteristics affect our communication behavior?

Trading Places

1. Objectives: (1) To become aware of ambivalent feelings about sex roles, and (2) To become aware of others' feelings about sex roles.

2. Instructional Content: There are disadvantages as well as advantages to any situation in life. Although many of the traits pointed to as appropriate for women seem to be negative, there are negative aspects to the male role as well. Similarly, both sexes are allowed to display traits and engage in behaviors that are considered positive.

3. Method: Each person is given five minutes to complete two sentences: "Sometimes I wish I were a man (woman) because . . ." and "I'm glad I'm a woman (man) because . . ." The students then read their responses to the group.

4. Questions for Discussion:
   A. Are there similarities in viewpoint within each sex on the same-sex and opposite-sex roles?
   B. Are there differences in viewpoint within each sex on the same-sex and opposite-sex roles?
   C. Compare opposite-sex perceptions of each other. Are there traits considered an advantage by one sex that are considered a disadvantage by the other?
   D. How might these differences or similarities in perception affect communication between the sexes?

What You've Always Wanted to Know

1. Objectives: (1) To identify areas of conflict and discomfort that are rooted in sex differences and (2) To increase understanding of members of the opposite sex.

2. Instructional Content: In order for communication barriers between men and women to be overcome, individuals must have accurate information about each other so that myths, generalizations, and stereotypes do not develop or can be critically evaluated.

3. Method: The group is divided into two groups by sex. Each group devises a list of questions that it would like to ask members of the opposite sex. Questions should be ranked by priority in case there is not time for all of the questions to be asked and answered. When the two groups come together after about ten minutes, the women's group begins by read-

ing a question. Any man, or several men, can respond to the question. When all of the men who wish to respond have done so, the process is reversed, with the men asking a question of the women.

4. Questions for Discussion:
   A. Did you gain any new information or new perspectives about the opposite sex as a result of this exercise?
   B. Was any question or response upsetting to anyone?
   C. Did any of the answers surprise you?
   D. Do you feel closer to members of the opposite sex now?
   E. Was sex-role stereotyping evident in any of the questions or answers?

ASSIGNMENTS

1. Write an autobiographical sketch dealing with the expectations (from parents, the church, school, the media, etc.) placed on you regarding male-female roles. Explore your feelings about fulfilling or not fulfilling these expectations.

2. Write a short story, play, or series of poems expressing your feelings about male-female communication or sex-role stereotyping in general.

3. Conduct an interview with a person of the opposite sex in which you attempt to gain an understanding of what it is like to be of that sex. Explore, for example, the expectations placed on that person because of his/her sex, feelings about those expectations, how that person's sex influences perception and behaviors, and how sex-role stereotyping affects that person's ability to relate to members of the opposite and same sex.

4. Observe men and women or boys and girls communicating with each other in several different situations. If possible, position yourself near enough to the interactants so that you can hear their conversation and observe their actions clearly, but avoid interacting with them. Does the sex of the participants seem to have any effect on the interaction in terms of topic of conversation, nonverbal and verbal behaviors of the participants, amount of disclosure, etc.? Write a paper summarizing your observations and the conclusions you have drawn as a result.

UNIT 2: ASSESSMENT

SOURCES

Farrell, Warren. The Liberated Man. New York: Bantam, 1974.

Freeman, Jo, ed. Women: A Feminist Perspective. Palo Alto, California: Mayfield, 1975.

Friedan, Betty. The Feminine Mystique. New York: Dell, 1963.

Gornick, Vivian and Barbara K. Moran. Woman in Sexist Society: Studies in Power and Powerlessness. New York: Basic Books, 1971.

Henley, Nancy M. Body Politics: Power, Sex, and Nonverbal Communication. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Lakoff, Robin. Language and Woman's Place. New York: Harper Colophon, 1975.

Miller, Casey and Kate Swift. Words and Women: New Language in New Times. New York: Anchor Press, 1977.

Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny, and Julia P. Stanley. Sexism and Language. Urbana, Illinois: National Council of Teachers of English, 1977.

Thorne, Barrie and Nancy Henley, eds. Language and Sex: Difference and Dominance. Rowley, Massachusetts: Newbury House, 1975.

Tuchman, Gaye, Arlene Kaplan Daniels, and James Benet. Hearth & Home: Images of Women in the Mass Media. New York: Oxford University Press, 1978.

CLASS EXERCISES

Woman--Which Includes Man, of Course

1. Objectives: (1) To discover the pervasiveness of sex-role stereotyping in our society and (2) To begin to isolate the sources of this stereotyping.

2. Instructional Content: Messages about proper behavior for men and women come from many sources--language, the media, parents, and the educational system. These messages combine to create strong pressure on women to behave in one way, men in another.

3. Method: Read to the students the following passage by Theodora Wells (reprinted in Exploring Contemporary Male/Female Roles by Carney and McMahon, pp. 28-29)

> There is much concern today about the future of man, which means, of course, both men and women--generic Man. For a woman to take exception to this use of the term "man" is often seen as defensive hair-splitting by an "emotional female."
>
> The following experience is an invitation to awareness in which you are asked to feel into, and stay with, your feelings through each step, letting them absorb you. If you start intellectualizing, try to turn it down and let your feelings again surface to your awareness.
>
> Consider reversing the generic term Man. Think of the future of Woman which, of course, includes both women and men. Feel into that,

sense its meaning to you--as a woman--as a man.

Think of it always being that way, every day of your life. Feel the everpresence of woman and feel the nonpresence of man. Absorb what it tells you about the importance and value of being woman--of being man.

Recall that everything you have ever read all your life uses only female pronouns--she, her--meaning both girls and boys, both women and men. Recall that most of the voices on radio and most of the faces on TV are women's--when important events are covered--on commercials--and on the late talk shows. Recall that you have no male senator representing you in Washington.

Feel into the fact that women are the leaders, the power-centers, the prime-movers. Man, whose natural role is husband and father, fulfills himself through nurturing children and making the home a refuge for woman. This is only natural to balance the biological role of woman who devotes her entire body to the race during pregnancy.

Then feel further into the obvious biological explanation for woman as the ideal--her genital construction. By design, female genitals are compact and internal, protected by her body. Male genitals are so exposed that he must be protected from outside attack to assure the perpetuation of the race. His vulnerability clearly requires sheltering.

Thus, by nature, males are more passive than females, and have a desire in sexual relations to be symbolically engulfed by the protective body of the woman. Males psychologically yearn for this protection, fully realizing their masculinity at this time--feeling exposed and vulnerable at other times. The male is not fully adult until he has overcome his infantile tendency to penis orgasm and has achieved the mature surrender of the testicle orgasm. He then feels himself a "whole man" when engulfed by the woman.

If the male denies these feelings, he is unconsciously rejecting his masculinity. Therapy is thus indicated to help him adjust to his own nature. Of course, therapy is administered by a woman, who has the education and wisdom to facilitate openness leading to the male's growth and self-actualization.

To help him feel into his defensive emotionality, he is invited to get in touch with the "child" in him. He remembers his sister's jeering at his primitive genitals that "flop around foolishly." She can run, climb and ride horseback unencumbered. Obviously, since she is free to move, she is encouraged to develop her body and mind in preparation for her active responsibilities of adult womanhood. The male vulnerability needs female protection, so he is taught the less active, caring, virtues of homemaking.

Because of his clitoris-envy, he learns to strap up his genitals, and learns to feel ashamed and unclean because of his nocturnal emissions. Instead, he is encouraged to keep his body lean and dream of getting married, waiting for the time of his fulfillment--when "his woman" gives him a girl-child to carry on the family name. He knows that if it is a boy-child he has failed somehow--but they can try again.

In getting to your feelings on being a woman--on being a man--stay with the sensing you are now experiencing. As the words begin to surface, say what you feel from inside you.

4. Questions for Discussion:
   A. As a woman in this situation, how do you feel? How do you feel about men?
   B. As a man in this situation, how do you feel? How do you feel about women?
   C. Would you want to try to make changes regarding sex-role expectations in this society? How difficult would it be to make such changes?
   D. What forces in our society encourage and help to maintain stereotyped views of men and women?

Speaking a Sexist Language

1. Objectives: (1) To become aware of how language affects sex-linked attitudes and (2) To explore alternatives to sexist language.

2. Instructional Content: Language plays a role in the shaping of sex-role stereotypes, attitudes, and behaviors in that it makes it easier for us to perceive in certain ways. Examples of the English language's bias against women can be found in:
   A. Debasing words that describe women in terms other than human (such as "kitten," "nag," and "chick")
   B. Words that define women by their sexuality (such as a "piece" or a "lay")
   C. Titles used to designate marital status of women (Miss, Mrs.) but not men (Mr.)
   D. Euphemisms--substitutes for words that are associated with something unpleasant or embarrassing--that exist for the word "woman" ("girl," "gal," "lady")
   E. Words that indicate that man is the standard and that woman is different ("man," "businessman," "chairman," "poetess," "authoress")
   F. Sexist language as it appears in the contexts of the wedding ceremony, religion, the legislatures and courts, and even in dictionaries.

3. Method: Participants are assigned to groups which are given approximately fifteen minutes to list as many sex-linked words and phrases as they can. Each group then shares its list with the other groups to facilitate a discussion of sex-role stereotyping as illustrated by the samples. The small groups meet again to explore alternative ways of expressing oneself in nonsexist ways.

4. Questions for Discussion:
   A. How much impact does language have on our perceptions of women?
   B. Will changes in language have any effect on changes in attitudes and behavior?
   C. Which of the alternatives to sexist language suggested would you be willing to put into practice?

Sex Roles in the Media

1. Objectives: (1) To explore the role of the media in perpetrating sex-role stereotypes and (2) To help participants become aware of sex-linked behaviors that occur in male-female interaction.

2. Instructional Content: Americans learn basic lessons about social life from the mass media, and the depiction of sex roles in the mass media tells us how men and women should behave, how women and men should treat each other, how women and men should view themselves, how women and men should structure their lives, and what girls and boys should expect and hope for when they grow up. Sex-role stereotyping is apparent in television commercials, programming, and news reporting; in magazines; and in newspapers. All clearly tell women to limit their lives to the home.

3. Method: The students are divided into groups of no more than six members each, balanced by sex. Each group is assigned two observers. The groups are told to create a collage that depicts the common forms of sex-role stereotyping found in the popular media, using magazines that are given to them. The observers are privately instructed to observe the following interactional patterns in the group:
   A. Time dominance: Which sex has the most "air time" in the group?
   B. Question asking and answer giving: Which sex asks the questions; which sex gives the answers?
   C. Role distribution: Which sex stresses task completion? Which sex takes responsibility for the maintenance function of supporting and encouraging others?
   D. Topical flow: Who controls the course of the conversation from one activity to the next?

   Each group presents its collage to the other groups, and similarities and differences are discussed by the group. The observers then share their observations of the group.

4. Questions for Discussion:
   A. What does the media seem to be saying about the proper behavior for men and women?
   B. Are sex-stereotyped roles consistent among the various media--newspapers, magazines, television, radio, etc.?
   C. Have you noticed any changes in recent years in the portrayal of men's and women's roles in the media?
   D. Was your own behavior for interacting with members of the opposite sex learned in part from the media?
   E. As a result of this exercise, would you like to make certain changes in your behavior that will help you move away from rigid sex roles?

Body Language

1. Objectives: (1) To become aware of differences between men and women in nonverbal communication behavior and (2) To understand how these differences perpetrate sex-stereotyped perceptions.

2. Instructional Content: Nonverbal communication between men and women in terms of space, time, demeanor, touch, gestures, posture, eye contact, and facial expression often reinforces the dominant, more powerful position of men in our society. While men's nonverbal communication tends to convey dominance (in behaviors such as taking up more space, touching frequently, and assuming postures of assertion and freedom), those of women tend to convey submission (lowering the eyes, yielding space, accepting unwanted touch, and constantly smiling). Many nonverbal behaviors that seem meaningless and non-power-related in fact are aspects of sex privilege.

3. Method: Have students select a partner of the opposite sex whom they don't know very well. This is done by having the students move around the room randomly, using only nonverbal communication to make the selection. Next the women take the men on a trust walk--the men are blindfolded, and the women lead them through various rooms, up and down stairs, outside, over obstacles, etc. There is to be no talking, and the leader is to make certain that the blindfolded person is not hurt in any way. Then the roles are changed so that the men lead the women. Finally, the dyads--without blindfolds--take a walk, communicating with each other only through nonverbal signs and signals. They are to see what is available for communicating without words and how men and women differ in their nonverbal behaviors.

4. Questions for Discussion:
   A. What factors caused you to select the person you did for your partner? What differentiates this person from the other persons in the group?
   B. Think about yourself and what you were projecting during the selection process. Was there a smile on your face? How much control did you have? How relaxed were you?
   C. Did the selection process remind you of the high school dating situation and the risks that involved? Who took the initiative in the selection process? Were you doing the selecting or were you selected? How mutual was the selection process?
   D. Think about how comfortable you felt as the leader and the person led. What behaviors by the other person and other factors may have contributed to your degree of comfort?
   E. Were there differences in the leadership and trusting behaviors of men and women?
   F. How did the nonverbal behaviors of men and women differ in the final walk?
   G. Did you feel comfortable communicating nonverbally to your partner?
   H. What implications can you see in the differences between the nonverbal communication of men and women for sex-stereotyped behaviors?

ASSIGNMENTS

1. Select a work of fiction (novel, short story, play, film) in which there is a relationship between a man and a woman. Write a paper analyzing that relationship in terms of social expectations for their behavior,

their fulfillment of sex-stereotyped roles, their communication behaviors, and how these behaviors are affected by their sex roles.

2. Select a medium for sex-role stereotyping (such as television, schools, children's books, comic strips, etc.) and write a paper in which you explore the messages that come from this medium about appropriate behavior for each sex. Try to assess the effect that these messages have on the audience.

3. Conduct a survey in which you compile the reactions of a particular population to terms or phrases that have sexist connotations (for example, "man," "chick," or "spinster"). Do the people surveyed hold certain connotations for these terms that conform to sex stereotypes?

4. Interview or arrange for a representative of the feminist movement to speak to the class about the feminist viewpoint on forces in society that encourage sex-role stereotyping and behaviors and what the feminist movement is doing to change these.

5. Investigate an issue that has been brought to the attention of the public by the feminist movement such as the media's portrayal of women; the Equal Rights Amendment; the campaign for women to take a more active role in religion, sports, the military, etc.; or sex discrimination. Prepare a presentation for the class in which you discuss this issue and its implications for sex-role stereotyping in our society.

UNIT 3: ACTION

SOURCES

Bryson, Jeff and Rebecca Bryson, eds. Dual-Career Couples. New York: Human Sciences Press, 1978.

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Smith, Dennis R. and L. Keith Williamson. Interpersonal Communication: Roles, Rules, Strategies, and Games. Dubuque, Iowa: Wm. C. Brown, 1977.

CLASS EXERCISES

The Ideal

1. Objectives: (1) To share values and expectations about heterosexual relationships and (2) To examine personal attitudes about relationships with members of the opposite sex.

2. Instructional Content: The awareness of sex-role stereotyping and its influence on us should cause us to question our own expectations about relationships with members of the opposite sex. As a result, we may want to make changes in patterns of behavior in opposite-sex relationships.

3. Method: The students are told to look for characteristics that they find appealing in a date or mate in class members of the opposite sex. Participants move around the room to examine each other. After a few minutes of mixing, the participants are told to choose a partner based on attributes that they enjoy in other-sex relationships. The persons in the dyads then take turns sharing, "If you were my ideal date/mate/betrothed/lover, you would . . ." Each person is given time to react to the other's ideals and expectations.

4. Questions for Discussion:
   A. What are the general expectations each sex holds about a relationship with someone of the opposite sex?
   B. Have these expectations changed as a result of the awareness that you have gained through this class?
   C. Are there changes in your expectations and resultant behavior regarding other-sex relationships that you would like to make?

Toward Androgyny

1. Objectives: (1) To explore the female and male dimensions of one's personality and (2) To become aware that all people contain elements of both masculinity and femininity.

2. Instructional Content: The concept of androgyny (from the Greek andro, male, and gynem, female) refers to the blending of the behaviors and personality characteristics that have traditionally been thought of as masculine and feminine. Although traditional conceptions of ideal human beings draw a sharp dichotomy between male and female, our everyday experiences show us that this dichotomy is not correct. Stereotypically-feminine roles such as housewife and child caretaker require the display of masculine traits such as managerial ability and initiative. Stereotypically-masculine roles such as scientist or executive are performed best by individuals who display grace and sensitivity in

relating to others. Androgynous individuals hold self concepts that are independent of stereotypic concepts of maleness and femaleness, and their behavior reflects their openness to all elements of the human personality regardless of whether they are conventionally viewed as same-sex or other-sex.

3. Method: Students are asked to complete the Bem Sex-Role Inventory, devised by Sandra Lipsitz Bem. This inventory results in both a masculinity and a femininity score for the individual.

Instructions: In this inventory, you are presented with sixty personality characteristics. Indicate on a scale from 1 to 7 how true of you these various characteristics are. Example: _____ Sly

Mark a 1 if it is never or almost never true that you are sly
Mark a 2 if it is usually not true that you are sly
Mark a 3 if it is sometimes but infrequently true that you are sly
Mark a 4 if it is occasionally true that you are sly
Mark a 5 if it is often true that you are sly
Mark a 6 if it is usually true that you are sly
Mark a 7 if it is always or almost always true that you are sly

_____ 1. Self-reliant
_____ 2. Yielding
_____ 3. Helpful
_____ 4. Defends own beliefs
_____ 5. Cheerful
_____ 6. Moody
_____ 7. Independent
_____ 8. Shy
_____ 9. Conscientious
_____ 10. Athletic
_____ 11. Affectionate
_____ 12. Theatrical
_____ 13. Assertive
_____ 14. Flatterable
_____ 15. Happy
_____ 16. Has strong personality
_____ 17. Loyal
_____ 18. Unpredictable
_____ 19. Forceful
_____ 20. Feminine
_____ 21. Reliable
_____ 22. Analytical
_____ 23. Sympathetic
_____ 24. Jealous
_____ 25. Has leadership abilities
_____ 26. Sensitive to needs of others
_____ 27. Truthful
_____ 28. Willing to take risks
_____ 29. Understanding
_____ 30. Secretive
_____ 31. Makes decisions easily
_____ 32. Compassionate
_____ 33. Sincere
_____ 34. Self-sufficient
_____ 35. Eager to soothe hurt feelings
_____ 36. Conceited
_____ 37. Dominant
_____ 38. Soft-spoken
_____ 39. Likable
_____ 40. Masculine
_____ 41. Warm
_____ 42. Solemn
_____ 43. Willing to take a stand
_____ 44. Tender
_____ 45. Friendly
_____ 46. Aggressive
_____ 47. Gullible
_____ 48. Inefficient
_____ 49. Acts as a leader
_____ 50. Childlike
_____ 51. Adaptable
_____ 52. Individualistic
_____ 53. Does not use harsh language
_____ 54. Unsystematic
_____ 55. Competitive
_____ 56. Loves children
_____ 57. Tactful
_____ 58. Ambitious
_____ 59. Gentle
_____ 60. Conventional

Scoring: The adjectives in the inventory are arranged as follows: (A) The first and every third one thereafter is masculine, (B) The second and every third thereafter is feminine, and (C) The third and every third thereafter is neutral. Sum the ratings you assigned to the masculine and feminine adjectives. Divide each total by 20 to get your average masculine rating and feminine rating. To give you a standard for comparison, in 1975, the median masculinity score was 4.89 and the median femininity score was 4.76 for a large sample of Stanford undergraduates. Note: The characteristics rated masculine and feminine on the inventory were included because they were all rated by both males and females as being significantly more desirable in American society for one sex than for the other.

4. Questions for Discussion:
   A. Did you find that as a male, you tend to display both masculine and feminine characteristics? Did you find that as a female, you tend to display both feminine and masculine characteristics?
   B. Can you think of situations in which the display of masculine characteristics would hinder or facilitate the achievement of a goal? Can you think of situations in which the display of feminine characteristics would hinder or facilitate the achievement of a goal?
   C. Are there some masculine or feminine traits that you do not now display that you would like to? Are there some masculine or feminine traits that you now display that you would like to drop from your behavioral repertoire?

Commitment to Change

1. Objective: To provide a vehicle for translating general goals into behavioral change in other-sex relationships.

2. Instructional Content: Although a person may desire to make changes in behavior--in this case, in interaction with members of the opposite sex--these changes are often difficult to implement. Actual change occurs more readily when a person has determined the forces that he or she will have to overcome and the precise steps that must be taken for change to occur.

3. Method: Each student is asked to complete "An Exercise in Change Question Sheet." After ample time has been given to complete the written exercise, participants are asked to share their responses, to provide feedback for each other, and to clarify their own feelings about change.

   Instructions: The purposes of this activity are to help you define a personal change goal concerning your interaction with members of the opposite sex, to identify ways of implementing it, and to identify resources that you may use to facilitate changing. Try to answer each question as fully as possible and keep your focus on specific behaviors that are observable to others in planning your change.

1. If you were to change one aspect of the way you relate to a member or members of the opposite sex, what would it be? Be specific in describing the behaviors related to this change.
2. What would you accomplish by this change, i.e., if you were to behave differently, what would your behavior do for you?
3. What are the forces in yourself, your relationship(s)--values, fears, expectations, or your environment that may potentially hinder you in making the change?
   A. Hindering forces in yourself:
   B. How do you intend to work with or around them?
   C. Hindering forces in your relationship(s):
   D. How do you intend to work with or around them?
   E. Hindering forces in your environment:
   F. How do you intend to work with or around them?
4. What are the forces in yourself, your relationship(s), or your environment that may potentially facilitate making the change?
   A. Facilitating forces in yourself:
   B. How will you utilize them?
   C. Facilitating forces in your relationship(s):
   D. How will you utilize them?
   E. Facilitating forces in your environment:
   F. How will you utilize them?
5. How will you communicate your desire to change to others?
6. How much responsibility will you take for creating the change? How much responsibility will you share?
7. How strongly committed are you to making this change?
8. Using the information from questions above, describe the behavioral steps you will have to go through to make this change.
   A.
   B.
   C.
   D.
   E.
9. How will you know when you have changed?
10. Who outside of the situation or relationship you are trying to change would you like to assist you in working through the change process? In what ways do you feel this person would be effective in helping you?
11. When in the future would you like to review your progress in making your change?